

**ST. BONAVENTURE UNIVERSITY SCHOOL OF EDUCATION
COUNSELOR EDUCATION PROGRAM**



SEMESTER: Spring, 2017

PROFESSOR: Barbara C. Trolley, Ph.D, CRC, Licensed Psychologist

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A. COURSE NUMBER & TITLE: CE 650: School Counseling & Special Education

B. REQUIRED TEXTS:

McGinley, V. & Trolley, B. (2016). *Working with students with disabilities: Preparing School*

Counselors. Thousand Oaks, CA: Sage Publications. ISBN: 9781483359700

C. CREDIT HOURS: 3 graduate credits.

D. APPROVED COURSE DESCRIPTION: This graduate counseling course is aimed at providing school counselors, especially those without a prior teaching degree, with a general introduction to the special education field as it relates to counseling. The following areas will be explored: 1) Classification categories, terminology and education laws, 2) Counseling assessment, intervention and case management tools, 3) Roles and responsibilities of school counselors within the special education team, and 4) Current issues.

E. PREREQUISITES: None.

F. PROGRAM GOALS:

Goal #1: Students will be able to demonstrate competency in the use of basic counseling skills to influence human behavior.

Goal #2: Students will acquire the ability to develop an effective counseling treatment plan.

Goal #3: Candidates will demonstrate knowledge in the eight core areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Students will engage in critical thinking, and reflection throughout their work [D1], demonstrate respect for the dignity and worth of all individuals [D5], and create effective learning environments that recognize commonalities while affirming diversity in all its forms [D6].

G. LEARNING OBJECTIVES: Learning objectives and outcomes will follow the conceptual framework developed by the School of Education, which emphasizes: Competence, Experience, and Social Justice.

The **overall course goal** is to give students a basic knowledge of, and foundation in, the special education field. Specifically, the role and functions of the school counselor in regard to the special education process will be explored.

Specific **course objectives** include educating students as to the:

OBJECTIVES	CACREP	PROGRAM GOALS
d. school counselor roles in school leadership and multidisciplinary teams g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders k. community resources and referral sources n. legal and ethical considerations specific to school counseling	5G2d;g; k;n	G3
a. development of school counseling program mission statements and objectives c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies d. interventions to promote academic development e. use of developmentally appropriate career counseling interventions and assessments f. techniques of personal/social counseling in school settings g. strategies to facilitate school and postsecondary transitions h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement i. approaches to increase promotion and graduation rates j. interventions to promote college and career readiness k. strategies to promote equity in student achievement and college access l. techniques to foster collaboration and teamwork within schools n. use of accountability data to inform decision making o. use of data to advocate for programs and students	5G3a;c-l; n;o	G3

H. FIELD EXPERIENCES: None.

I. COURSE REQUIREMENTS:

1. Project Choice Reviews (1/3) 5G2g; 5G3h

Choose **one** of the following projects. Be sure to **include references to the texts**. Please inform the instructor which option you are choosing to do. For each of the projects: write a 2-3 page reaction paper which includes:

- A comparison and contrast of how the person with a disability was portrayed, and treated by others in his/her inner and outer circle;
- What you would do to advocate for this person in your role as a school counselor. If the movie is about an adult, hypothesize what the person as a student in school may have encountered.

- On a scale of 1-5, with 1 being the best, how you would rate the depiction in each of the person with a disability.
- Note, for all of the review options, it would be valuable to compare pieces from different time periods.

A.Movie Review: Pick 2 movies to watch that involve preferably a child with a disability in it.

Or:

B.Children's Book Review: Pick 3 children's books to read that have a child with a disability in it.

Or:

C.TV Shows: Pick 4 TV shows with a person with a disability in it, preferably a child.

Due 1/20/17

2. Classification Manual (1/3) 5G2d;g; k;n; 5G3a;c-l; n;o

a. Students will study one of the IDEIA classifications:

- Autism/Mental Retardation/Learning Disability/Emotional Disturbance/Traumatic/ Brain Injury/Visual Impairment/Hearing Impairment/Deafness/Deaf-Blindness/Speech or Language Impairment/Other Health Impaired
- It is suggested that students choose a classification that they are not familiar with and/or has prevalence in the school in which they work.
- Please the instructor your top 3 choices by 1/5; the instructor will then assign one of those 3 classifications.

b. Each student will complete a Resource Manual Related to the Classification Assigned. With the exception of the Introduction, it will be presented in **bulleted form**. **HEADINGS** for each section are essential.

d. The manual will include [Note, all the following areas should be specific to the classification chosen]:

- **Brief Introduction** (1 page 1 ½ pages)
 - What classification from the 3 you chose was assigned to you
 - Definition/Description of the Classification
 - Why you were interested in this classification
- **Bulleted list of 2 presenting problems, 2 goals and 2 Outcome measures** related to the problems for each domain (1 ½ pages)
 - Academic
 - Career
 - Social-emotional.
 - Be sure the goals are behaviorally stated and can be measured
 - A total of 6 presenting issues, goals and outcome measures will be listed.
 - Include common core standards for these 6 areas.
- **Bulleted Lists of Assessments, Plan and Interventions**
 - List 5 types of Standardized Assessments that could be used with these students
 - Write a sample FBA, BIP and IEP for a student with the type of disability you chose to study.
 - Identify 5 evidenced based interventions for working with students with this disability
- **Summary:**

- School Counselor Role and Tasks both within the counseling and advocacy domain-in working with these students (1/2 - 1 page)
- Ethical & Legal Issues (1/2-1page)
- **Appendix of Resources** [All 3 types should be tied to the classification chosen; put in an Appendix]:
 - 5 Websites & 5 Community Resources, each in alphabetical order with 1-2 line descriptors (1 page)
 - 5 references-[must be 2010 on- with Abstracts (can cut and paste) in alphabetical order and APA style]
- These manuals will be graded based on the attention given to all required sections listed, thoroughness, organization, and level of critical thought.

Due 1/31/14

3. Webinar (1/3) 5G3a;c-l; n;o

- Pick a partner with whom you would like to work. You may choose option A OR B. Please inform instructor which choice you decided on.
- Prior to the completion of either of these webinars, students will interview a **school counselor** and a **special education teacher** as to the nature of the students with disabilities they see and available services, and if possible, attend a CSE meeting.
- Note, both sample IEP and Transition Plan websites are listed on the 'Website Resources'.
- Use your creativity!
 - Brief Power Points, video clips, 'expert' speaker comments[e.g. inclusion of a short portion of your interviews with consent), music, and role plays are just a few of the ways you may want to convey your message to parents.
 - **The Webinar should be engaging; not just a reading of notes.**
- Webinars will be graded on attention to content detail, thoroughness, creativity, organization, equal involvement.

A.CSE PROCESS: You will be making a 'user-friendly' video for parents of a child with special needs to introduce them to the CSE process. Assume this is the first time they are involved in the process.

- The webinar should be 15- 20 minutes in length; both partners must be equally involved in the actual webinar [i.e., one cannot tape and the other do all the talking].
- Post this video on Youtube ; if password protected, please share the password with the instructor.
- In this webinar, you will:
 - Describe the IEP Components & Process
 - Explain the CSE members and their roles
 - Identify the rights and responsibilities of the parents
 - Explain relevant acronyms/jargon
 - Address Ethical and Legal issues that may arise
 - Offer a 'Tip Sheet' for parents in regards to the CSE process

- Provide resources for parents [include a one line descriptor for each resource]
- Other
-

OR:

B. TRANSITION PROCESS: You will be making a 'user-friendly' webinar for students beginning the transition process {Generally at age 14}. Assume this is the first time the students are involved in the process.

The webinar should be 15-20 minutes in length; both partners must be equally involved in the actual video [i.e., one cannot tape and the other talk].

Post this webinar on Youtube with a password.

In this webinar, you will:

- Describe the Transition Components & Process
- Explain the CSE members and their roles in the transition process
- Identify the rights and responsibilities of the students
- Explain relevant acronyms/jargon
- Address Ethical and Legal issues that may arise
- Offer A 'Tip Sheet' for students in regard to the transition process
- Provide resources for students [include a one line descriptor for each resource]
- Other

Due 2/17/17

4. Readings & Discussion Forum Participation

[The Discussion Forum is the 'class time' part of the assignments]

1) Chapters:

- a. Each week, students will post a reaction to the assigned chapters and articles
 - i. A brief paragraph for each of the assigned chapters for the week
 - ii. A short reaction to one of article you have read [you can choose one from the sample weekly article list or one of your own choosing tied to school counselling and special education]
 - iii. Bulleted points maybe used for either i or ii as appropriate.
 - iv. Responses should not be a regurgitation of the material but a thoughtful reflection on what was read; critical thinking and application of the material important
- b. At the end of these responses, each student will pose one question to his/her peers to reflect on.
- c. Each student's posts for the week, except for week one, are due by **9am on the Fridays** of the week they are assigned. Students will then react to the posts of two of their peers each week. These reactions are due by **9am on Sunday** of the week they are assigned. Please pick different peers each week to respond to. **Week One's posts** are due by **9 am Monday, 1/16**, and responses to peers by Wednesday, 1/18.

2) Evaluation:

While these discussion forums will NOT receive a specific grade, late postings as with late assignments, will result in a half grade deduction in the final grade for the course.

J. EVALUATION PROCEDURES/GRADING:

Graduate Grading Policy – School of Education

Grade Value	Indicator
A = 100-95	Demonstrates a superior application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
A- = 90-94	Demonstrates a superior application and connection of knowledge and skills through evaluation and analysis.
B+ = 89-86	Demonstrates a thorough and effective application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
B = 85-80	Demonstrates consistent application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
C = 79-75	Demonstrates an inconsistent level of application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
F = < 75	Fails to demonstrate a basic application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
P	Passing grade for field experience/practicum.
F	Failing grade for field experience/practicum.

K. CALENDAR/OUTLINE:

McKinley & Trolley

- Week 1:** Chapter 1
- Week 2:** Chapters 2 & 3
- Week 3:** Chapters 4 & 5
- Week 4:** Chapters 6 & 7
- Week 5:** Chapters 8 & 9
- Week 6:** Chapters 10 & 11
- Week 7:** “Food For Thought’ Questions

L. ADDITIONAL COURSE INFORMATION:

Conceptual Framework: The School, Clinical Mental Health, and Rehabilitation Counseling program is conceived and developed according to the School of Education conceptual framework, 'A Journey to Excellence'. This course addresses:

- “Competence” (reading assignments, discussion forums, manuals, webinars, project choices)
- “Experience” (discussion forums, manuals, webinars, project choices)
- “Social Justice” (discussion forums, webinars, videos)

School of Education Attendance Policy “Attendance is required and critical for success. It is the student’s professional responsibility to attend classes, produce quality work, and adhere to the ethics of the

profession. Courses may contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grades or failing the course. Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements. For hybrid courses, attendance is essential unless there is an extraordinary reason, which is discussed in advance with the instructor.

Academic Honesty. Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person, and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices, penalties to be assigned, and procedures to be followed in the prosecuting of cases of alleged academic dishonesty may be found in the Student Handbook. Students should familiarize themselves with these very important provisions of the handbook.

ADA Statement. Students with disabilities who believe that they may need accommodations in this class should contact the Disabilities Support Services Office, Doyle Room 26, at 375-2065, as soon as possible to ensure that such accommodations are implemented in a timely fashion. The instructor should also be informed on or before the first day of class.

Multicultural emphasis (Diversity): Special education issues in terms of assessment and educational interventions with a gamut of diverse youth with disabilities are addressed. Individual learning styles within the classroom are recognized. There is respect for diverse opinions and beliefs shared within course discussions. Students are encouraged to interview community counselors with diverse demographics.

Methods of Instruction: A variety of instructional methods will be used including but not limited to: Power Points, discussion forums, and webinars.

Technology. This course fosters the 'technology' of the SBU School of Education through the use of Power Points, videos, Moodle, as well as a discussion of assistive technology in special education.

Syllabus Change. This syllabus may be subject to change.

Online Courses: Online courses on the surface can appear to be much easier than a face to face class, especially if the assignments have a range of time within each time period that they can be completed. However, a few things to remember:

a. **Deadlines:** Please adhere to all assignment deadlines. If they are late, the overall course grade will be downgraded a half a grade.

b. **Discussion Forums:** **They must be completed by the time posted. Final grades will be affected by late postings.**

c. **Netiquette:** This pertains to the guidelines as to how to communicate effectively and professionally online. See the following websites:

- *The Core Rules of Netiquette* by Virginia Shea
(<http://albion.com/netiquette/corerules.html>)
- *Top 26 Most Important Rules of Email Etiquette*
(http://email.about.com/od/emailnetiquette/tp/core_netiquette.htm)

d. **Emoticons:** Please do not use.

e. **Plagiarism:** With online work, it is sometimes more difficult to differentiate what is plagiarism when resources are obtained online. For assistance with these issues, please see the following websites:

- *Definition of Plagiarism*
(<http://en.wikipedia.org/wiki/Plagiarism>)
- *Self-detection and checking*

(<http://plagiarism.com/self.detect.htm> and <http://turnitin.com/static/index.html>)

d. Instructor Accessibility: The instructor may be reached by email Monday through Friday. She is in her office at the Buffalo Center on Tuesday mornings if an appointment needs to be scheduled. She is also available most weekends on Friday and Saturday at the Buffalo Center campus; please check in advance to schedule an appointment. Responses to emails will be given within one business day of receiving them.

e. 'Attendance': For online work, students should be online for a substantial period of time 2 to 3 times a week.

M. References

*Baumberger, J. & Harper, R. (2007). *Assisting students with disabilities: A handbook for*

school counselors. Thousand Oaks, CA: Corwin Press. ISBN 1-4219-4182-2

Cook, B. & Cook, S. (2013). Unraveling evidence-based practices in special education. *Journal of Special Education*, 47(2), pp. 71-82.

Freiberg, K.L. (Ed.). (2008). *Annual editions: Educating exceptional children 08/09*.

Guilford, CT: Dushkin/McGraw-Hill.

Friend, M. & Cook, L. (2007). *Interactions: Collaborative skills for school professionals*.

Boston, MA: Pearson.

Friend, M. & Bursuch, W.D. (2006). *Including students with special needs: A practical*

guide for classroom teachers. (4th Ed.) Boston, MA: Allyn & Bacon.

Giangreco, M., Suter, J. & Hurley, S. (2013). Revisiting personnel utilization in inclusion-oriented schools *Journal of Special Education*, 47(2), pp.121-132.

Heward, W.L. (2006). *Exceptional children: An introduction to Special Education*, 8th

Edition. Columbus, Ohio: Merrill.

Kochlear-Bryant, C. (2007). *What every teacher should know: Transition and IDEA 2004*. Boston, MA: Pearson.

Orosco, M., Swanson, H., O'Connor, R. & Lussier, C. (2013). The effects of dynamic strategic math on english language learners' word problem solving. *Journal of Special Education*,

47(2),pp.96-107.

Rohrer, M. & Samson, N. (2014). 10 critical components for success in the special education classroom. Thousand Oaks, CA: Corwin Press.

Sanford, A., Park, Y. & Baker, S. (2013). Reading growth of students with disabilities in the context of a large-scale statewide reading reform *Journal of Special Education*, 47(2), pp.83-95.

Scheerenberger, R.C. (1983). *A history of mental retardation*. Baltimore: Brookes Publishing.

Sitlington, P. L., Neubert, D. A. & Clark, G. M., (2011). *Transition education and services for students with disabilities*, NJ: Pearson Education, Inc.

O. Other

• Sample Journals & Newsletters

- *Exceptional Children*
<http://journals.cec.sped.org/ec/>
- *Special Education Advocate Newsletter*
<http://www.wrightslaw.com/subscribe.htm>
- *Teaching Exceptional Children*
<http://journals.cec.sped.org/tec/>
- *The Journal of Special Education*
<http://intl-sed.sagepub.com/>

• Sample Movies

My Left Foot, Charly, Being There, Rainman, One Flew Over the Cuckoo's Nest, The Miracle Worker, Mask, A Patch of Blue, Butterflies are Free, Children of a Lesser God, Little Man Tate, Dominick & Eugene, Benny & Joon, Shine, Mr. Holland's Opus, The Elephant Man, Lorenzo's Oil, Searching for Bobby Fischer, The Other Sister, Simon Birch, What's Eating Gilbert Grape, Freak the Mighty, I am Sam, and Radio

• Sample Free Webinars

- ASCD
<http://www.ascd.org/professional-development/webinars.aspx>
- Scientific Learning
<http://www.scilearn.com/events/webinars/>

P. School of Education KSD's

Conceptual Framework Outcomes

- K1. Candidate uses content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.
- K2. Candidate considers learner or client and environmental characteristics when planning activities.
- K3. Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.
- S1. Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
- S2. Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
- S3. Candidate uses appropriate assessment tools and techniques to inform practice.
- D1. Candidate uses reflection to improve professional practice.
- D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.
- D3. Candidate is receptive to feedback.
- D4. Candidate works as an active part of a learning community.
- D5. Candidate demonstrates respect for the dignity and worth of individuals.
- D6. Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.